

**Helping Your Child With Reading  
and Writing**

**Tips to Improve Literacy**

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## TIPS FOR HELPING YOUR CHILD BUILD READING SKILLS



**"Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life."**

***Becoming a Nation of Readers***  
**The Report of the Commission on Reading**

- Each home should have a variety of reading materials--newspapers, magazines, novels, brochures, catalogs, instruction manuals. Create a "print- rich" environment.
- Help your child create a reading spot. It should have good lighting, be comfortable, and be away from television or phones.
- Develop family routines that encourage reading:
  - Read the morning newspaper together as a family. Discuss what you read.
  - Visit the library as a family every week or two. Let your child bring a friend along to the library.
  - On long trips, you might want to listen to a book-on-tape together.
  - Let your child see some household information-- contracts, bills, directions for new appliances. Discuss the usefulness of good reading in daily life.
- Have a daily reading time with your child--maybe 15-20 minutes. Make reading an enjoyable time.
- Read aloud to your child and with your child.
- Visit bookstores when you are out shopping. Let your child select an appropriate book based on his/her interests and reading level.
- Find out your child's reading interests. Suggest new books by a favorite author.
- Read a book that is coming out as a movie. Go and see it together and compare the book and the movie.
- If something on television, in a magazine article, or in a conversation interests your child, help him/her research it on the Internet or explore the reference area in a local library.
- Join your child in reading. When you see your child reading, pick up a book or magazine and join him/her.
- Give books as gifts.
- Model. Let your child see you read. Talk about what you read. Let your child see you look up new words in a dictionary.
- Tell make-believe and true stories that interest your child.
- Reading and writing go hand-in-hand. Encourage your child to write--e-mails, pen pals, and journals.

## A Parent's Guide to Reading with Your Child

Reading together is magical. As you discover adventures between the covers of a book, you also discover things about each other. And with every page you turn, your child expands vocabulary, comprehension, reasoning, grammar and other skills.

Here are 10 tips to help you bring up a book lover.

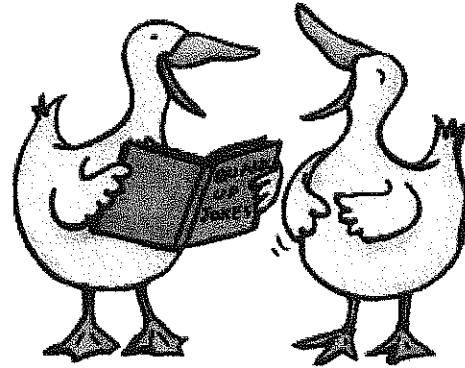
1. **Create Reading Rituals.** Read together every day, starting when your child is a baby. Set aside a special time and place to read together. Let your child know that reading is important to you, and that your child can expect to enjoy this time and place with you on a regular basis.
2. **Get Close.** When you cuddle with your child while reading a story, your child begins to associate reading with a sense of security. Children learn better when they feel safe.
3. **Provide Sound Effects.** Use silly voices and sounds to keep your child interested in the story. Hearing different sounds in language also helps your child develop critical listening skills. Try singing, too!
4. **Make Connections (Part 1).** Help your child connect to the text you are reading and the words she is hearing. Follow along with your finger as you read to show how text moves from left to right. Point out the pictures in the book and talk about what you see.
5. **Make Connections (Part 2).** We're surrounded by words. Children need experience with all kinds of text—from shopping lists to the Internet to street signs. Point out different kinds of words around you. Help your child connect objects to the words that go with them.
6. **Talk About It.** When reading or telling a story, pause to talk to your child about it. Ask him open-ended questions, like "What do you think will happen next?" or "What would you do?" Put things in your own words to help make the story clearer for your child.
7. **Read It Again.** Children need to hear favorite stories over and over. This helps them recognize and remember words. It also helps them learn how to predict what's coming next. Most importantly, as kids become familiar with a story, it gives them confidence about reading.

8. **Keep It Active.** Let your child touch and hold the book. Ask her to help you turn the pages. And you don't always have to sit when you read or listen to a story. Try clapping out a fun rhyme or dancing to a silly poem.
9. **Be Creative.** Too tired to hold a book? Tell a story that you know, or make one up together. Making up a story with your child stimulates creativity. It's also a nice change.
10. **Follow Your Child's Pace.** Don't push your child to read beyond his ability. Choose books suited to his age and development, and let him choose books that are interesting to him. Encourage your child's reading, and congratulate him when learns a new word or masters a new skill.

[www.familit.org](http://www.familit.org)

## Reading Websites For Parents

Strategies and suggestions to use at home in all areas of reading development including phonemic awareness, phonics, decoding, fluency, comprehension and reading aloud.



**Sites for Parents**  
[www.sitesforparents.com](http://www.sitesforparents.com)

**Literacy Matters**  
[www.literacymatters.org](http://www.literacymatters.org)

**Reading Rockets**  
[www.readingrockets.org](http://www.readingrockets.org)

**We Read: Literacy and Education for Life**  
[www.weread.org](http://www.weread.org)

**Family Education**  
[www.familyeducation.com](http://www.familyeducation.com)

**Reading Success Lab**  
[www.readingsuccesslab.com](http://www.readingsuccesslab.com)

**Read To Me**  
[www.readtome.biz](http://www.readtome.biz)

**For additional information with on-line games, stories and printable resources:**

**Reading Is Fundamental (Creating a Nation of Lifelong Readers)**

[www.rif.org](http://www.rif.org)

[www.rif.org/readingplanet/gamestation](http://www.rif.org/readingplanet/gamestation)

**Scholastic**  
[www.scholastic.com](http://www.scholastic.com)

**Public Broadcasting System**  
[www.pbskids.org](http://www.pbskids.org)

**Starfall**  
[www.starfall.com](http://www.starfall.com)

**Literactive**  
[www.literactive.com](http://www.literactive.com)

**Grade Level Reading Lists/purchase books**  
[www.gradelevelreadinglists.org](http://www.gradelevelreadinglists.org)

**Game Goo**  
[www.gamegoo.com](http://www.gamegoo.com)

**Kid's Domain**  
[www.kidsdomain.com](http://www.kidsdomain.com)

**Primary Games**  
[www.primarygames.com](http://www.primarygames.com)

**Read-Write-Think**  
[www.readwritethink.org](http://www.readwritethink.org)

**Making Words**  
[www.wordles.com](http://www.wordles.com)

**Literacy Footprints**  
[www.literacyfootprints.org](http://www.literacyfootprints.org)

**Headsprout**  
[www.headsprout.com](http://www.headsprout.com)

**Chateau Meddybemps Fun and Games**  
[www.meddybemps.com/funandgames.html](http://www.meddybemps.com/funandgames.html)

**Adrian Bruce Resources**  
[www.adrianbruce.com](http://www.adrianbruce.com)

**Brainchild**  
[www.brainchild.com](http://www.brainchild.com)

**TAKS Practice**  
[www.taks-reading.blogspot.com](http://www.taks-reading.blogspot.com)

**Websites for Fluency Related Reading Activities: These include books online for your reader to enjoy!**

**Literactive**  
[www.literactive.com](http://www.literactive.com)

**Absolute Whootie- Stories**  
[www.storiestogrowby.com](http://www.storiestogrowby.com)

**Story Place**  
[www.storyplace.com](http://www.storyplace.com)

**Book Pals**  
[www.bookpals.net](http://www.bookpals.net)

**Wired for Books**  
[www.wiredforbooks.org/kids.htm](http://www.wiredforbooks.org/kids.htm)

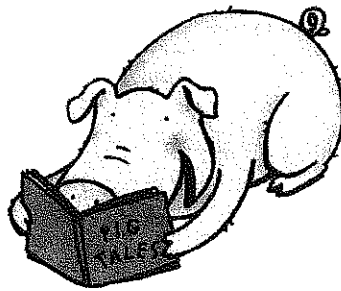
**Poetry**  
[www.poetry4kids.com](http://www.poetry4kids.com)

**Book Hive**  
[www.bookhive.com](http://www.bookhive.com)

**Book Spot**  
[www.bookspot.com](http://www.bookspot.com)

**Children's On-line Library**  
[www.aolschool.childrenslibrary.com](http://www.aolschool.childrenslibrary.com)

These sites will give you a wealth of information, ideas and activities for you and your reader. Enjoy! I hope you find these sites useful!



## **Writing Activities for Kids at Home**

by Kimberly L. Keith

### **Make a Menu**

Let your child design and write the menu for a family dinner while you do the cooking. Write difficult words for them to copy, or let them look up words in a dictionary. This activity can be done on art paper with gel pens, or on a word processing program.

### **Write Lists**

Let your child write the grocery list as you dictate what you need from the store. This is a good way to keep her occupied while waiting to go to the store and to help her develop a sense of responsibility for household activities. Children can also write lists to pack for a trip, plan a busy week, and prepare for back-to-school or holidays.

### **Write a Letter to Grandparents**

Keep a supply of kid note cards and stationery on hand for letter writing. A letter from a grandchild is always a delight; bad spelling and punctuation is overlooked!

### **Set a Goal**

Teach your child the valuable skill of writing personal goals. He or she can write a long term goal and the mini steps required to achieve it.

### **Write a Picture Story**

Draw a line about 2/3 down on a sheet of art paper. Let the child draw a picture of anything she wishes at the top. Then, guide her to write a story about the picture at the bottom. Let her write unfamiliar words phonetically. Guide her to use the basic story elements of 'character, setting, and plot'.

### **Newspaper Reporter Activity**

Your child can play reporter and learn the 5 W's of writing with this activity. Write 'Who, What, Where, When, and Why' down the left side of a sheet of paper. Have your child watch a news story or learn about one online, and note on his sheet the 5 W's of the story. The child can write his own news story after taking a memorable trip or attending a special event.

### **Use Writing Prompts and Graphic Organizers**

If you need some ideas to help your child get started on a creative home writing activity. Try these sites to find a quick writing prompt.

- [Education World Writing Bugs](http://www.educationworld.com/a_lesson/archives/writing_bugs.shtml) - [http://www.educationworld.com/a\\_lesson/archives/writing\\_bugs.shtml](http://www.educationworld.com/a_lesson/archives/writing_bugs.shtml)
- [Scholastic's Write Your Own Ending Activity](http://www2.scholastic.com/browse/article.jsp?id=1849) - <http://www2.scholastic.com/browse/article.jsp?id=1849>
- [Laurie Candler's Imaginative Story Topics](http://home.att.net/~teaching/langarts/Imagine.pdf) - <http://home.att.net/~teaching/langarts/Imagine.pdf>
- [CanTeach Elementary Writing Prompts](http://www.canteach.ca/elementary/prompts.html) - <http://www.canteach.ca/elementary/prompts.html>
- [Write Source Writing Topics Organized by Grade](http://thewritesource.com/writing_topics/) - [http://thewritesource.com/writing\\_topics/](http://thewritesource.com/writing_topics/)

Your child will be inspired at writing time when you introduce some graphic organizers to help him develop pre-writing and writing strategies.

- [Region 15 Graphic Organizers](http://www.region15.org/curriculum/graphicorg.html) - <http://www.region15.org/curriculum/graphicorg.html>
- [Houghton-Mifflin Education Place Graphic Organizers](http://www.eduplace.com/graphicorganizer/) - <http://www.eduplace.com/graphicorganizer/>

## **Play with Poetry**

Use Laurie Candler's [friendship cinquain lesson](http://home.att.net/~teaching/langarts/friendsh.pdf), but make it a family cinquain. Interview a family member or write the cinquain about the entire family.

<http://home.att.net/~teaching/langarts/friendsh.pdf>

Play [Scholastic's Newspaper Word Poetry Challenge](http://www2.scholastic.com/browse/article.jsp?id=1723), which is an inexpensive way to copy the 'poetry magnets' you see in the educational toy stores.

<http://www2.scholastic.com/browse/article.jsp?id=1723>

Print these poetry form worksheets from ABC Teach:

- [Diamonte Poem Form](http://www.abcteach.com/free/d/diamonte.pdf) - <http://www.abcteach.com/free/d/diamonte.pdf>
- [How to Write a Haiku Poem](http://www.abcteach.com/free/h/howto_haiku.pdf) - [http://www.abcteach.com/free/h/howto\\_haiku.pdf](http://www.abcteach.com/free/h/howto_haiku.pdf)
- [Name or Acrostic Poem](http://www.abcteach.com/Writing/namepoem.htm) - <http://www.abcteach.com/Writing/namepoem.htm>

## **Make a Book**

Picture dictionaries are a must for emergent literacy. Your child and you can [make your own picture dictionary](http://teacher.scholastic.com/lessonrepro/lessonplans/ect/picturedictionary.htm) with this project from Scholastic.

<http://teacher.scholastic.com/lessonrepro/lessonplans/ect/picturedictionary.htm>

[Book Making with Kids](http://www.bookmakingwithkids.com/?cat=27) - <http://www.bookmakingwithkids.com/?cat=27>



## **Tips for Parents: Ways to Help Your Child with Writing**

Ideas you can implement at home to create a supportive environment that encourages writing development:

- Talk with your child about places you visit, work you do, books you read, or television programs you watch together.
- Encourage your child to read; especially things he or she chooses, and let your child see you read.
- Praise your child's efforts at writing. Be primarily interested in content. Emphasize your child's successes. For every error your child makes, there are a dozen things done well. Resist the tendency to focus only on errors of spelling, punctuation, and other mechanical parts of writing.
- Provide a suitable place for your child to write--a flat surface, good light, a comfortable chair.
- Give gifts (and encourage others to do the same for birthdays and special occasions) associated with writing: pens, pencils, pads of paper, stationery, a dictionary or thesaurus, erasers--even stamps.
- Encourage your child to write request letters for information, free samples, travel brochures, etc.
- Be alert to occasions when your child can be involved in writing. Writing for real purposes is rewarding, and the daily activities of families present many opportunities for purposeful writing (telephone messages or notes to family members).



## Questions you can ask when your child brings writing home

### About **Purpose and Audience:**

- *What do you want to write about? Why?*
- *Who will want or need to read this?*
- *What do you want your reader to know or do?*
- *How will you present it to the reader?*

### About **Idea Development/Support:**

- *Do your details help the reader understand?*
- *Are they the best details and examples for the reader and for your purpose?*
- *Have you explained important ideas?*
- *Do your examples focus on the main ideas?*
- *Do your details make the ideas clearer?*

### About **Organization:**

- *Did you stick to your plan throughout the piece of writing?*
- *Does the order of the ideas make sense?*
- *Does all of your information fit together?*
- *Do your ideas lead the reader easily from one to another?*
- *Will your reader be able to follow all of your thinking?*

### About **Sentences:**

- *Do your sentences have different lengths? Different beginnings? Different structures? Or do they sound too much alike?*
- *Do your sentences express complete thoughts?*

### About **Wording:**

- *Have you used a variety of words to make your meaning clear?*
- *Do the words say what you mean?*
- *Are all of your words used correctly?*

### About **Correctness:**

- *Have you made any mistakes in spelling?*
- *Do you see any punctuation problems?*
- *Have you used capital letters correctly?*

More information may be found by visiting the Kentucky Department of Education website <http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Handbook.htm>

Selected comments from NCTE brochure "How To Help Your Child Become A Better Writer."  
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Kentucky Department of Education



## Helpful Tips for Supporting a Developing Reader

### **What do I do if my child gets stuck on a word?**

- Ask, "What begins with that letter and would make sense here?"
- Have the child look at the pictures for clues.
- Skip the word or phrase and come back to it (soon).
- Have the child look at the word and say it slowly as you run your finger under it.
- Ask the child to look for parts of the word he knows.

### **What do I do when my child reads well but cannot remember what he just read?**

- If there are questions to be answered at the end, preview them before reading.
- Use sticky notes to mark important information, questions, hard words, etc. as the child reads instead of waiting to the end.
- Break the text into smaller chunks rather than waiting until the end to summarize.
- Use a graphic organizer to write down the characters, setting, problem, important events, and how the problem is solved.

### **What do I do if my child reads in a choppy, word-by-word fashion?**

- Have your child reread the same text a couple of times a day until it sounds smooth
- Help your child notice phrases in text (groups of 3 or more words)
- Have your child practice reading phrases (Fry Instant Phrases).

### **What do I do if my child reads without expression?**

- Model, model, model – Read with expression and enthusiasm when you read and your child will follow suit.
- Radio reading – Find an article or story that your child is very interested in and help him or her turn it into a news report that would be shared over the radio.

## Fry Instant Phrases

The words in these phrases come from Dr. Edward Fry's Instant Word List (High Frequency Words). According to Fry, the first 300 words in the list represent about 67% of all the words students encounter in their reading.

### First 100 Words/Phrases

The people	Out of the water	Give them to me.
Write it down	A long time	Then we will go.
By the water	We were here	Now is the time
Who will make it?	Have you seen it?	An angry cat
You and I	Could you go?	May I go first?
What will they do?	One more time	Write your name.
He called me.	We like to write.	This is my cat.
We had their dog.	All day long	That dog is big.
What did they say?	Into the water	Get on the bus.
When would you go?	It's about time	Two of us
No way	The other people	Did you see it?
A number of people	Up in the air	The first word
One or two	She said to go	See the water
How long are they?	Which way?	As big as the first
More than the other	Each of us	But not for me
Come and get it.	He has it.	When will we go?
How many words?	What are these?	How did they get it?
Part of the time	If we were older	From here to there
This is a good day.	There was an old man	Number two
Can you see?	It's no use	More people
Sit down.	It may fall down.	Look up
Now and then	With his mom	Go down
But not me	At your house	All or some
Go find her	From my room	Did you like it?
Not now	It's been a long time.	A long way to go
Look for some people.	Will you be good?	When did they go?
I like him.		For some of your people
So there you are.		

**Second 100**

Over the river  
My new place  
Another great sound  
Take a little  
Give it back.  
Only a little  
It's only me.  
I know why.  
Three years ago  
Live and play  
A good man  
After the game  
Most of the animals  
Our best things  
Just the same  
My last name  
That's very good  
Think before you act  
Mother says to now.  
Where are you?  
I need help.  
I work too much.  
Any old time  
Through the line  
Right now  
Mother means it.  
Same time tomorrow  
Tell the truth  
A little boy  
The following day  
We came home.  
We want to go.  
Show us around.

Form two lines.  
A small house also  
Another old picture  
Write one sentence.  
Set it up.  
Put it there.  
Where does it end?  
I don't feel well.  
My home is large.  
It turned out well.  
Read the sentence.  
This must be it.  
Hand it over.  
Such a big house  
The men asked for help.  
A different land  
They went here.  
Get to the point.  
Because we should.  
Even the animals  
Try your best.  
Move over.  
We found it here.  
Study and learn  
Kind of nice  
Spell your name.  
The good American  
Change your clothes  
Play it again.  
Back off.  
Give it away.  
Answer the phone.  
Turn the page.  
The air is warm.

Read my letters.  
It's still here.  
Where in the world.  
We need more.  
I study in school.  
I'm an American.  
Such a mess  
Point it out  
Right now  
It's a small world.  
Big and small  
Home sweet home  
Around the clock  
Show and tell  
You must be right.  
Tell the truth.  
Good and plenty  
Help me out  
It turned out well.  
It's your place.  
Good things  
I think so.  
Read the book.

**Third 100**

Near the car  
Between the lines  
My own father  
In the country  
Add it up  
Read every story  
Below the water  
Plants and flowers  
Will it last?  
Keep it up.  
Plant the trees.  
Light the fire.  
The light in your eyes  
In my head  
Under the earth  
We saw the food.  
Close the door.  
The big city  
We started the fire.  
It never happened.  
A good thought  
Stay a while.  
A few good men  
Don't open the door.  
You might be right.  
It seemed too good.  
Along the way  
Next time  
It's hard to open.  
Something good  
For example  
In the beginning  
Those other people

A group of friends  
We got together.  
We left it here.  
Both children  
It's my life  
Always be kind  
Read the paper.  
Run for miles  
Once upon a time  
Do it often.  
We walked four miles.  
Until the end  
A second later  
Stop the music.  
Read your book.  
Sing your song.  
State your case.  
I miss you.  
A very important person  
On my side  
I took the car.  
So far so good  
The young girl  
My feet hurt.  
The dark night  
A good idea  
It began to grow.  
Watch the river.  
White clouds  
Too soon  
Leave it to me.  
I hear the waves.  
Almost enough  
Is it really true?

It's time to eat.  
Let me carry it.  
Near the sea  
Talk to my father.  
The young face  
The long list  
My family  
I cut myself.  
Above the clouds  
Watch the game.  
The peaceful Indians  
Without a care  
I like being on the team.  
The tall mountains  
Next to me  
A few children  
A long life  
A group of Indians  
He started to cry.  
I hear the sea.  
An important idea  
The first day of school  
Almost four miles

#### **Fourth 100**

The color of the sun  
Answer my questions.  
I knew that dog.  
I heard the music.  
The problem was easy.  
My friends knew.  
Birds and fish  
Stand in the room  
Ever since I knew you  
The red door  
Are you sure?  
Across the town  
The horses compete  
Easy does it.  
Didn't I tell you?  
The best body  
I feel better  
The whole piece  
I told you.  
I reached the top.  
It happened today.  
Listen to the wind.  
Mark your paper.  
However you like it  
He covered himself.  
Several black tables  
Measure the area.  
Toward morning  
Black and blue  
Usually I am right  
Five hundred products  
Remember my order  
Fish and chips

Rock and roll  
Against all odds  
Early in the morning  
During the war  
The dogs become quiet  
North and south  
I'll draw a picture  
The ship hit the waves  
A short vowel sound  
Tried and true  
I noticed the fire.  
Farm and field  
The king's voice  
Travel slowly  
I'm low on money.  
The king was seen.  
Twenty-four hours a day  
The horse pulled hard.  
We covered the ground.  
Step carefully.  
Hold fast.  
It passed quickly.  
Once upon a time  
The wood was on fire.  
A map of our town  
We need more space.  
Cold and hungry  
Plan your day.  
I am certain.  
Go figure.  
Don't fall down.  
Follow the pattern.  
We cried for hours.  
A big unit

No problem  
What happened here?  
Learn your numerals.  
Down on the farm  
Sing your song.  
Walk slowly.  
Several friends  
The big red dog  
Listen to your friends  
The birds sing  
A hundred dogs  
I'll remember you.  
Today was better.  
A fast ship  
A hundred black birds  
Some travel money  
The whole thing  
We heard the king sing  
Across the town  
Sing to the music.  
The best products  
South of town

### Fifth 100

The shape of things  
Bring the material here  
What did it contain?  
The force is with you.  
All systems are go.  
Power to the people  
We built that house.  
Include me in the picture  
I cannot do this.  
Who brought the cake?  
Though it is now over.  
Feel the warm ocean  
An English muffin  
A green island  
The round ball  
Last week  
A special day  
I object to that  
The surface of the ocean  
The first course is soup.  
Check the facts  
It's strong material.  
Inside the building  
State government  
Think quickly  
The stars came out.  
The English language  
Thousands of years ago  
Circle the wagons  
An English road  
It's half done.  
I gave her a box.  
I'll wait till ten.

Oh boy.  
The stars shone.  
A good person  
The island was warm.  
It's finally over.  
I feel strong.  
The surface of the ocean  
He decided quickly.  
Inside the box  
Six years ago  
Less than a week  
The green machine  
Fly the plane.  
Stay on the boat.  
The deep ocean  
The dry ground  
Six smart scientists  
The round ball  
We ran behind it.  
Explain it carefully  
The facts are known.  
Across the street  
Nouns and verbs  
A correct answer  
I am fine.  
Bring a thousand balls.  
We cannot lose.  
The front wheels  
Twelve inches to a foot.  
Ten more minutes  
He stood his ground.  
The rest of the class  
The light shown brightly  
A common language

It became clear  
It's a special game.  
Go to first base  
Read the note.  
Not yet.  
The race course  
The ball game  
A dark night  
A pair of stars  
The rules of government  
I understand now.  
The size of the building  
Check the heat  
A math equation  
The answer is yes.  
It was filled with water.  
Nothing is final.  
The heavy object  
We are able to produce  
We're in hot water.  
Among my family  
My circle of friends



## **Sixth 100**

It doesn't matter

Pay the bill.

I can't do it.

A region of Europe

The farmers are ready

Anything can happen.

Two syllables

I love to dance.

Members of the class

Dance is exercise

The window is square

The cells divided.

I suddenly felt ill.

The bright moon

The center of the earth

In my direction

The test was hard.

Perhaps we should.

Drop the ball.

I wish it were summer.

It's cold in winter.

The answer is a sum.

Sit on the wall.

I'll probably return.

A lot of energy

My teacher is happy

I believe you.

The general is in charge.

Math is a hard subject.

The store sells paint.

My arms and legs

I love the flowers.

Rain may cause a flood.

Heart and mind

I sat on the eggs.

The fast train

It made the difference.

We picked fruit.

In the distance

A simple story

Go the distance.

Train your mind.

The blue sky

A good cause

The main difference

Race past the sign.

It kept my interest.

Sign your name here.

A wild race

She finished first.

A beautiful present

The glass window

He developed a rash.

My oldest brother

A written paragraph

The length of the car

A good reason

Meet me here.

The weather instruments

Beside the wild river

A good job

The sharp edge

The soft clothes

I represent my family.

Drive to the west.

Lay on your side.

The forest in the west

In two months

The tree root

My parents raised me.

Shall we go?

I broke the record.

A million flowers

Six months ago

It was the third strike.

Whether or not

He discovered a cure.

Gone with the wind

He held her hand tightly.

Describe your brother.

Blue paint

The town square

The full moon

I believe in you.

It probably will happen.

Anything you want.

Keep your interest high

What's the difference?

A beautiful summer day

Full of energy

# NOTES